

Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher

ISBN - 9781603951425		Publisher - Delta Education	
Grade Seven Kit Bundle			
Type - P2	Author - Lowery & Delta Ed		
Copyright - 2005	Edition - N/A	Readability -	N/A
Course - SCIENCE		Grade(s) -	7
Teacher Edition ISBN if applicable 9781583564011, 9781592428885		9781592428915, 9781583564134, 9781583564493,	

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Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

The Matter & Change Module covers the Core Content very well. There are many excellent hands on labs. Assessments are limited and consist mainly of multiple choice, matching and simple open response. Vocabulary skills and useage are very limited and/or lacking. Inherited and learned behavior is not covered in any module. Core content in SC-07-3.5.1, 4.6.3, 4.6.4 and 4.7.1 are not covered in any module. The paperback format of the student texts may not be durable. Much of the information presented is a collection of facts rather than a conceptual presentation. Student text has little evidence of pre-, during and post- reading activities. Limited cross curricular activities. Does not support diverse learners. Several Core Content standards are not covered in the modules. This limits the learners ability to apply these concepts. Although not in the student text, embedded activities can be found referenced in the teachers' text. The lab activities are more correlated than congruent to the concepts presented. Assessments are multiple choice, matching and simplistic open response. Multiple assessments are not included. There is little evidence of differentiated learning strategies. In the student text, the objectives are not clearly stated. In several of the student/teacher texts, trivial stories are presented at the beginning of the text, while the conceptual information is placed towards the end of the text.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | |
|---|---|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| b) Motion and Forces | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |

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- c) The Earth and the Universe ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- d) Unity and Diversity ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- e) Biological Change ☐ Strong ☐ Moderate ☒ Little ☐ N/A
- f) Energy Transformation ☐ Strong ☐ Moderate ☒ Little ☐ N/A
- g) Interdependence ☐ Strong ☐ Moderate ☒ Little ☐ N/A
- 2) **Addresses content-specific enduring understandings from the related Program of Studies standards.** ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 5) **Provides opportunities for critical thinking/reasoning** ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 6) **Strengths, Weaknesses, Comments:**
- Specific strengths-which areas/concepts are covered exceptionally well?
 - Specific weaknesses-which areas/concepts would likely require supplementing?

The Matter & Change Module covers the Core Content very well. There are many excellent hands on labs. Assessments are limited and consist mainly of multiple choice, matching and simple open response. Vocabulary skills and useage are very limited and/or lacking. Inherited and learned behavior is not covered in any module. Core content in SC-07-3.5.1, 4.6.3, 4.6.4 and 4.7.1 are not covered in any module.

B. Functionality & Suitability

- ☐ Strong Evidence
- ☒ Moderate Evidence
- ☐ Little or No Evidence

- 1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.
- 2) **Content quality** ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- Free from factual errors
 - Content is presented conceptually when possible—more than a mere collection of facts
 - Content included accurately represents the knowledge base of the discipline
 - Theories/scientific models contained represent a broad consensus of the scientific community
- 3) **Connections to Literacy** ☐ Strong ☒ Moderate ☐ Little

Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☐ Strong ☐ Moderate ☒ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

Note: may apply only to teacher edition

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The paperback format of the student texts may not be durable. Much of the information presented is a collection of facts rather than a conceptual presentation. Student text has little evidence of pre-, during and post- reading activities. Limited cross curricular activities. Does not support diverse learners.

C. Supports Inquiry and Skill Development

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate,

develop and extend ideas to support reasoning.
Note: may apply to either teacher or student edition

2) Skill Development

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Several Core Content standards are not covered in the modules. This limits the learners ability to apply these concepts. Although not in the student text, embedded activities can be found referenced in the teachers' text.

D. Supports Best Practices of Teaching and Learning

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Engages Students

☐ Strong ☒ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

☐ Strong ☐ Moderate ☒ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The lab activities are more correlated than congruent to the concepts presented. Assessments are multiple choice, matching and simplistic open response. Multiple assessments are not included. There is little evidence of differentiated learning

strategies.

E. Has an Organization/ Format that Supports Learning and Teaching

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☐ Strong ☒ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
 - Presents chapters/lessons in an organized and logical sequence
 - Provides clearly stated objectives for each lesson.
 - Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
 - Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
 - Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
 - Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
 - Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

In the student text, the objectives are not clearly stated. In several of the student/teacher texts, trivial stories are presented at the beginning of the text, while the conceptual information is placed towards the end of the text.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

☐ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

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- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

It was unclear from the bid form and the manner of packaging what was intended as ancillary. Nothing was reported on the Free with Purchase form. Therefore, no comments will be made in reference to Ancillary/Gratis Materials.